



WALKING TOURS

East
ST LOUIS

DIGITAL

**An Urban Place-Based
Learning Model**





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SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Digital East St. Louis: An Urban Place-Based Learning Model
Walking Tours

Walking Tours

Table of Contents

Introduction	3
Curriculum Goals	5
Lesson Plans	8
Introduction to Google Maps	8
Evaluating Specialized Maps.....	9
Create Maps of Their Home	11
Photo Essays	13
Telling Stories with Images.....	16
Practicing Photography	17
Researching Locations	18
Taking Photos	20
Image Selection and Editing.....	21
Creating Digital Walking Tours	23
Evidence of Learning	25
Worksheet and Tutorial Appendix	26
Website Assessment Sheet.....	27
Photography Basics PowerPoint	28
Walking Tour Plan	30
Tutorials	32
Editing Images for the Web	32
Task Sheet	44

Introduction

This curriculum module guides participants through the process of creating digital walking tours for a neighborhood. The finished tours explore significant points on a Google My Map overlaid with informational text and images. The walking tour project is designed to help participants understand how the meanings of places take shape through the ways that people move and interact within them. Through the construction of their projects, participants also learned the rudiments of Geographic Information System technologies as well as best practices for photography.

This module provides participants an opportunity to practice Common Core Standards skills in interpreting diverse media and developing an artifact of their own. In this way, they are practicing methods described by the [International Society for Technology in Education's Standards for Students](#) (2020). They are learning how to be “digital citizens” and “knowledge constructors” through their socially responsible contributions to their community. The module is designed to support participants as they build skills of self-efficacy and collaboration. Participants practice self-direction to complete tasks and function independently even as they reach the common goal of producing a walking tour together.

Maps and a Sense of Place

Participants begin by learning about maps and the idea of place. It is likely that participants will not have had experience using either physical or digital maps. In the module's early lessons, participants consider how maps make meaning by exploring the features of all kinds of maps and discussing what maps can and cannot convey about a place. One activity has participants construct their own maps representative of home, however they may define it. Through this creative activity and the resulting discussion, participants begin to analyze how a sense of place is tied to a number of cultural factors, including who occupies a space and how they use it. This knowledge is critical for students as they begin examining and evaluating place-based digital projects that use maps as a tool for visualization and analysis.

Walking Tours

The final project of this module is a digital walking tour of a neighborhood or location. The Digital East St. Louis group created walking tours of historic Jones Park, the grounds of the Jackie Joyner Kersee Youth Center, and Frank Holten State Park, for example. Students conducted extensive research on their site, and each tour included six to eight points of interest along with several supporting images.

Imagery is a central component of the walking tours, and several of the module's lessons guide students through understanding how to analyze images and use them to contribute to storytelling. Participants analyze photo essays and create their own narratives from sets of images, for example. They also learn how to archive and edit images for the web. As they research, photograph, and write about their walking tour locations, participants craft a multimodal story of place.

View the walking tours participants created for Digital East St. Louis at this link:

<https://eaststlouisculture.siue.edu/omeka/neatline>

Choosing Locations and Content

Before starting the module, the instructor should determine any limitations they may impose on the documentaries in terms of topics or tour locations. Is there transportation available to take participants to several parts of town in take photos for the tours? In addition to the photographs participants took on site, they could also collect images from Google Images, and the instructor might provide scans of historic post cards of the sites so participants could explore how the locations changed over time. On the day of location exploration and image capture, instructors should arrange transportation and coordinate itineraries.

Equipment and Software

The Digital East St. Louis curriculum team originally used Neatline, a plugin for the [Omeka](#) web publishing platform. With Neatline participants created geo-temporal exhibits combining maps, timelines, and artifacts to tell stories not just about place but about how places and their meanings change over time. Because using Omeka with Neatline can be complicated for instructors and may require dedicated server space, in this revised module, participants create their walking tours using the freely available applications [Google My Maps](#) and [GIMP](#). The resulting lessons include a tutorial for [editing images with GIMP](#) and a link to an external tutorial to create tours using Google My Maps: <https://support.google.com/mymaps/>. Google My Maps is an online tool for digital map creation usable on any computer, and GIMP is an image editor that can be installed on PCs and Macs. Though My Maps does not include a timeline feature, it has much of the same functionality available through Neatline.

Curriculum Goals

Essential Questions

- What kinds of information do maps convey? How do they tell a story about place?
- How do people's actions and activities in a place help to define its meaning?
- How can a digital walking tour be used to share history and culture in a meaningful way?
- What is important enough in my hometown to include in a walking tour?
- What does an external audience think of my city?
- How can I play a role in defining my city?

Key Knowledge and Skills to be Gained

Participants will:

- Know key terms: walking tour, audience, photography terms.
- Analyze the role that culture plays in determining meanings of place.
- Understand maps and their purpose.
- Practice basic digital mapping skills.
- Identify a relevant audience for an audiovisual project.
- Order destinations in a meaningful way, and convey that information using included shapes.
- Effectively convey the meaning of place using the combined features of map, text, and image.

Standards Addressed

International Society for Technology in Education Standards for Educators

- 3a - Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 5a - Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

International Society for Technology in Education Standards for Students

- 1b - Students build networks and customize their learning environments in ways that support the learning process.
- 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 6b - Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Common Core English-Language Arts

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.MATH.Modeling – Use and create models to convey information.

Curriculum Overview and Pacing Guide

Walking Tours (14 days)		
Curriculum Section	Objectives	Activities Completed
3.1 Introduction to Google Maps	<ul style="list-style-type: none"> List uses of Google Maps Compare and contrast Map View and Street View 	<ul style="list-style-type: none"> Participant responses
3.2 Evaluating Specialized Maps	<ul style="list-style-type: none"> Evaluate map-based digital projects Explain appropriate criteria for evaluating map-based digital projects 	<ul style="list-style-type: none"> 3.2.1 Website Assessment
3.3 Create Maps of Home	<ul style="list-style-type: none"> Identify key features of maps Create a map of their home 	<ul style="list-style-type: none"> Participants' maps of their homes
3.4 Photo Essays	<ul style="list-style-type: none"> Read images for narrative content Analyze how a sequencing of images can influence the meaning an image conveys 	<ul style="list-style-type: none"> Review questions
3.5 Telling Stories with Images	<ul style="list-style-type: none"> Order images to create a narrative Present a story told with images 	<ul style="list-style-type: none"> Image story posters
3.6 Practicing Photography	<ul style="list-style-type: none"> Take quality photos. Evaluate photos based on specific criteria 	<ul style="list-style-type: none"> Participant photos
3.7 Researching Locations	<ul style="list-style-type: none"> Plan a story to tell with images about a place 	<ul style="list-style-type: none"> 3.7.1 Walking Tour Plan
3.8 Taking Photos	<ul style="list-style-type: none"> Determine necessary photos to tell a story about a place Take high quality photos 	<ul style="list-style-type: none"> Digital walking tours
3.9 Image Selection and Editing	<ul style="list-style-type: none"> Select appropriate images to tell a story about a place Edit images to prepare them for use in a digital walking tour 	<ul style="list-style-type: none"> Digital walking tours
3.10 Making a Digital Walking Tour	<ul style="list-style-type: none"> Use Google MyMaps to import images and customize with objects and styles Use image and text to tell a story about a place Add appropriate image metadata Create a digital walking tour 	<ul style="list-style-type: none"> Digital walking tours

3.1 Introduction to Google Maps

Recommended Time: 50 Minutes

OVERVIEW

Depending on their age, participants may have limited experience engaging with maps in both print and digital formats. This lesson introduces them to the information maps can convey. What do maps tell us about a place? What kinds of information generally aren't included in maps?

Participants will be able to...	Opportunities for Assessment
List uses of Google Maps	Participant responses
Compare and contrast uses of Map View and Street View in Google Maps	

STANDARDS ADDRESSED

- ISTE.4b - Participants select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Computers	<ul style="list-style-type: none">• Google Maps

PROCEDURE

Opening (10 minutes) <ol style="list-style-type: none">1. Individually, or in pairs, have participants navigate their web browsers to their city on Google Maps.<ol style="list-style-type: none">a. Write down features of the platform and how they might be used.b. Share as a group.
Activity Body (35 minutes) <ol style="list-style-type: none">1. Discussion – How have the geographical features they see on the map shaped the city itself? Consider:<ol style="list-style-type: none">a. Topography.b. Natural and artificial features of the area.c. Proximity to other cities.d. Location within the nation.e. Impact of bodies of water.2. Switch to Google Street View.<ol style="list-style-type: none">a. How does Street View compare to the participants' experience of place?b. What does Google successfully capture about individual points of interest in the city; what does it miss?c. How might you use Map View and Street View differently?
Closing (5 minutes) <ol style="list-style-type: none">3. Discussion – What can't be communicated about place through Google Maps?

3.2 Evaluating Specialized Maps

Recommended Time: 50 Minutes

OVERVIEW

Maps are, on their own, complex explorations of meanings inherent in space, topography, and landscape. In this assignment, participants will explore projects that use Geographic Information System Technology (GIS) and digital environments to overlay maps with additional visual and textual information. This lesson will introduce students to the concept of multimedia mapping that they will later use when creating their walking tours.

Participants will be able to...	Opportunities for Assessment
Evaluate map-based digital projects	Website assessments
Explain appropriate criteria for evaluating map-based digital projects	Participant responses

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Computers• Projector• 3.2.1 Website Assessment Sheet	<ul style="list-style-type: none">• <i>Civil War Washington</i> (2020): http://civilwardc.org• <i>Fighters on the Farm Front</i> (2020): http://scarc.library.oregonstate.edu/omeka/exhibits/show/fighters• <i>Pullman: a Company Town</i> (2020): http://publications.newberry.org/pullman/• <i>Beyond Steel</i> (2020): http://digital.lib.lehigh.edu/beyondsteel/• <i>Digital Harlem</i> (2020): http://digitalharlem.org/

PROCEDURE

Opening (10 minutes) <ol style="list-style-type: none">1. Discussion – Project a digital mapping example like one of the resources above:<ol style="list-style-type: none">a. What does this map explore?b. What are its interesting features?c. Who might want to look at this map?d. How is the purpose of this map different than Google Maps?
Activity Body (30 minutes)

2. Discussion – Using the same map, discuss how you might assess a website using the following criteria:
 - a. Purpose – Why was this map made?
 - b. Usability – Is this map's information easy to access?
 - c. Content – Is there enough information on the map? Is the information useful?
 - d. Presentation – Does the map seem professional?
 - e. Design – How does the project look and function?
3. Individually, or in pairs, have participants complete the Website Assessment Sheet for other projects from the above list.

Closing (10 minutes)

4. Discussion – Share observations from assessing the projects.

3.3 Create Maps of Their Home

Recommended Time: 50 Minutes

OVERVIEW

To learn about maps and what they can convey, participants create a map of their “home.” Participants’ interpretation of the word “home” may be different, and maps may vary widely in scale. This idea helps lay the foundation for what can be learned about the mapmaker and the concept of “place” from what is and isn’t included in a map.

Participants will be able to...	Opportunities for Assessment
Identify key features of maps	Participant home maps
Create a map of their home	

STANDARDS ADDRESSED

- CCSS.MATH.Modeling – Use and create models to convey information.

PREPARATION

Materials

- A variety of paper maps of the local area, including ones that explore culture in some way. You might use real estate maps, maps of red-lined districts, topographical maps, maps charting a river’s changing course over time, etc.
- A variety of arts and crafts materials that will support the work of participants in making 2-D or 3-D home maps, including cardboard, craft paper, pipe cleaners, boxes, etc.

PROCEDURE

Opening (20 minutes)

1. Lay several of the maps out on tables and have students examine them while writing lists of their interesting features. Return to the large group to discuss maps’ features, including:
 - a. Title.
 - b. Purpose.
 - c. Symbols.
 - d. Legend.
 - e. Perspective.
 - f. Scale.
2. Help participants draw conclusions at the end of the conversation about the ways maps represent information.

Activity Body (20 minutes)

3. Working individually, participants make maps of their home.
 - a. Explain to participants that they get to choose how they define home. Participants may choose to create maps of their city, house, neighborhood, or specific places of interest.
 - b. Maps need not be 2-dimensional.

- | |
|---|
| c. Encourage participants to include features they saw on the maps in the opening activity. |
|---|

Closing (10 minutes)

- | |
|---|
| 4. Share participant maps. Example questions for participants might include: <ul style="list-style-type: none">a. What did you choose to include on the map? Why?b. How big of an area does your map cover?c. What can someone learn about you from this map? |
|---|

3.4 Photo Essays

Recommended Time: 50 Minutes

OVERVIEW

In this lesson, participants learn how images can tell a story individually and in sequence. The essay engages participants in an analysis of the iconic photo of Hazel Bryan yelling at Elizabeth Eckford as she bravely walks toward her first day at the newly desegregated Little Rock High School. After exploring shared ideas about the image using an online word cloud, participants then view and analyze a photo of the two women standing as friends in front of the same high school later in life. Participants then move into an examination of photo essays and the way that the sequencing of images can impact meaning. Working with images in this way will help participants as they hone their own photography skills and choose expressive images for their walking tours.

Participants will be able to...	Opportunities for Assessment
Read images for narrative content	Discussion
Summarize a narrative from images in a photo essay	Photo essay review answers

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Shared Google Doc• Computers• Projector or printed photos	<ul style="list-style-type: none">• Aimee Lamoureux. "The True Story of the Most Iconic Image of the Civil Rights Movement." (2018): https://allthatsinteresting.com/elizabeth-eckford-hazel-bryan• Photo Essay Links:<ul style="list-style-type: none">○ "What Playgrounds Look Like Around the World." <i>Wired</i> (2015): http://www.wired.com/2015/04/james-mollison-playground/○ "California Drought Tests History of Endless Growth." <i>New York Times</i> (2015): http://www.nytimes.com/2015/04/05/us/california-drought-tests-history-of-endless-growth.html○ "These are Photos of Puppies Learning to Swim. That is All." <i>Fast Company</i> (2014):

	<p>http://www.fastcodesign.com/3036127/exposure/these-are-photos-of-puppies-learning-to-swim-that-is-all</p> <ul style="list-style-type: none"> ○ “Danny Lyon’s Unseen Photos of NYC Subway Riders in the ‘60s. <i>Fast Company</i> (2014): https://www.fastcompany.com/3039717/danny-lyons-unseen-photos-of-nyc-subways-in-the-60s ○ “Intimate Photos of How People Eat in New York City.” <i>Fast Company</i> (2014): https://www.fastcompany.com/3032975/intimate-photos-of-how-people-eat-in-new-york-city ○ “40 Portraits in 40 years.” <i>New York Times</i> (2014): https://www.nytimes.com/interactive/2014/10/03/magazine/01-brown-sisters-forty-years.html ● Wordle, an online word cloud generator: http://www.wordle.net/create
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PROCEDURE

Opening (10 minutes)

1. Discussion – Eckford and Bryan photo.
 - a. The article about Hazel Bryan and Elizabeth Eckford includes the original iconic photo of Bryan screaming at Eckford on the day the Little Rock Nine desegregated the city’s high school and explains the complication of the women’s relationship over sixty years, including a photo of the two women in front of the high school later in life.
 - b. Display the first image.
 - c. Participants look at the image and doodle their own rendition of it from memory on a sheet of paper.
 - d. Participants then answer the following questions about the photo in a shared Google Doc:
 - i. What is pictured?
 - ii. What is in/out of focus?
 - iii. How is space used?

Activity Body (20 minutes)

1. Copy all the student-generated descriptions from the Google Doc into Wordle’s text box.
2. Project the resulting collaborative word cloud to view.
3. Discuss the word cloud while periodically re-examining the photo.
 - a. What are the most important words?

- b. Which words do you think seem out of place?
 - c. What messages are implicit and explicit?
 - d. How do the group's comments change how you interpret the photo?
 - e. What do you understand now that you didn't before?
4. Show the contemporary photo and ask how this image of the same people alters their reaction of the original photo.

Closing (20 minutes)

5. In pairs, participants view one of the other photo essays and answer the following questions:
- a. What story does the photo essay tell? How do you know?
 - b. What do each of the photos gain by being placed together in a sequence?
6. How does the ordering of photos influence how you read them?

3.5 Telling Stories with Images

Recommended Time: 50 Minutes

OVERVIEW

In this activity, participants continue exploring how images tell a story. Using identical image sets, participants work in groups to choose a sequence for the photos and add storytelling captions. As they compare and contrast their stories with the larger group, participants learn the importance of image sequencing for storytelling.

Participants will be able to...	Opportunities for Assessment
Order images to create a narrative	Image story posters
Present a story told with images	

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials

- 7-10 printed photos for each group; each group should be given the same set of images
- Poster paper or whiteboard space
- Markers

PROCEDURE

Opening (10 minutes)

1. Put participants groups of three to four people.
2. Give each group the same set of seven to ten images.
3. Have groups discuss each image, returning to the last lesson's touchstones:
 - a. What is pictured?
 - b. What is in/out of focus?
 - c. How is space used?

Activity Body (30 minutes)

4. In groups, participants create a story with images.
 - a. Participants arrange the pictures on a large piece of paper to tell a story using each image as part of the story.
 - b. They will write out an accompanying story that integrates the images into a narrative whole.

Closing (10 minutes)

5. Share image stories with the group.
 - a. How are the stories different, despite having the same images?
 - b. How does the ordering of the images matter?

3.6 Practicing Photography

Recommended Time: 50 Minutes

OVERVIEW

In this lesson, participants will learn best practices for capturing high-quality still images. They will then experiment with photography by taking photos of a variety of types with variable lighting conditions. During Digital East St. Louis, the program took a tour of downtown to give participants the opportunity to think about the conditions they would likely encounter when taking photos for their walking tours.

Participants will be able to...	Opportunities for Assessment
Take a variety of photos using best practices	Participant photos
Evaluate photos based on best practices	Participant responses

STANDARDS ADDRESSED

- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.

PREPARATION

Materials

- Cameras
- [3.6.1 Photography Basics PowerPoint](#)

PROCEDURE

Opening (10 minutes)

1. Present the PowerPoint covering the basic elements a photographer can control with their process:
 - a. Focus.
 - b. Composition.
 - c. Lighting.
 - d. Balance.
 - e. Glare.

Activity Body (30 minutes)

2. In pairs, participants practice taking pictures of:
 - a. Still objects.
 - b. Candid pictures of people.
 - c. Posed images of people.
 - d. Photos of areas.

Closing (10 minutes)

3. Teach participants how to upload and save photos per project's specifications.
4. Share participant pictures and review for quality and suggestions, using the criteria from the PowerPoint presentation.

3.7 Researching Locations

Recommended Time: 50 Minutes

OVERVIEW

Now that participants have a basic understanding of what a walking tour is and how they can convey a sense of place through images and text, they will work in teams of three or four choose a subject for their walking tours. They will have to visit the location to explore and take photos, so instructors should determine the limitations of transportation availability before this lesson to place any necessary limits on location choices. In the lesson, participants will brainstorm and research locations in their area that might result in an interesting walking tour subject.

Participants will be able to...	Opportunities for Assessment
Plan a story to tell with images about a place	Digital walking tours

STANDARDS ADDRESSED

- ISTE.3a - Participants plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE.6c - Participants communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.WHST.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Computer or map of area for walking tours• 3.7.1 Walking Tour Plan	<ul style="list-style-type: none">• Google Maps

PROCEDURE

Opening (5 minutes) <ol style="list-style-type: none">1. Establish walking tour teams.<ol style="list-style-type: none">a. Team size should not exceed four.b. If may be useful to establish roles for each participant, such as navigator, recorder, organizer, etc.
Activity Body (40 minutes) <ol style="list-style-type: none">2. In teams, participants brainstorm what they know about their city.<ol style="list-style-type: none">a. Historical places.b. Places they like to go.c. Famous places that may be interesting to a broader audience.

3. Participants use Google Maps and basic internet searches to explore the possible locations they have brainstormed.
4. Each participant lists points of interest they could include in the tour.
5. Participants share their ideas with their teams and come to a consensus on a location for their digital walking tour.
6. Teams complete the Walking Tour Plan, listing:
 - a. Intended audience for the tour.
 - b. Agreed upon points of interest for inclusion in the tour.
 - c. Things they still need to learn about the location.
 - d. Photos they would like to take with specifications of how they might set them up.

Closing (5 minutes)

7. Groups should have their idea checked off with the teacher, and notes collected.

3.8 Taking Photos

Recommended Time: 50 minutes

OVERVIEW

In this lesson, participants travel to their walking tour locations to capture the images they listed in their walking tour plans. It will be important to review best practices for achieving quality images as well as the project's methods for effectively uploading, naming, and storing images.

Participants will be able to...	Opportunities for Assessment
Frame and shoot high quality images that help a story about a place	Digital walking tour
Take high quality photos	

STANDARDS ADDRESSED

- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.

PREPARATION

Materials

- Cameras
- Shared drive or storage space
- [Completed 3.7.1 Walking Tour Plan](#)

PROCEDURE

Opening (5 minutes)

1. Discussion – The goal of the outing is to create a walking tour with images that go beyond a map of buildings. Participants are setting out with the goal of finding images that communicate the personality of the location, its sense of place, and what it is like to live there, play there, or go to school there. Their images should provide greater context and content than Google's Street View.

Activity Body (40 minutes)

2. In groups, participants take walking tour photos on location.
 - a. Taking multiple shots is a good idea.
 - b. In addition to their planned shots, tell participants that anything that gives them the "feeling of being in a place" is worth photographing.
 - c. Participants should take turns with the camera to get multiple perspectives.
 - d. Note the path that participants take while taking photos, though the photos will almost certainly have geotags.

Closing (10 minutes)

3. Work with participants to upload all photos before they leave and store them in a central location or on a shared drive, organized by group.

3.9 Image Selection and Editing

Recommended Time: Three 50-Minute sessions

OVERVIEW

Participant review the images they captured during the previous lesson, selecting images that fit their original walking tour plan and revising the plan to add additional points of interest if they found images or sites during their photograph session they had not considered in their earlier research. After selecting images, participants begin to edit their images to prepare them for their walking tours, including cropping, resizing, and making them web-ready.

Participants will be able to...	Opportunities for Assessment
Select appropriate images to tell a story about a place	Digital Walking Tour
Edit images to prepare them for use in a digital walking tour	Digital Walking Tour

STANDARDS ADDRESSED

- ISTE.4a - Participants know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE.4b - Participants select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Participants communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials

- Computers
- GIMP is a free and relatively easy to use photo editing software. Download and install it for participants, or some similar software. Prepare a space for participants to save their work, such as in a Google Drive folder
- [3.9.1 Editing Images for the Web Tutorial](#)

PROCEDURE

Opening (10 minutes)

1. Teams begin by reviewing their walking tour plans.
 - a. What message do we want to get across?
 - b. Who do we want to be the audience for this tour?

c. What do we want people to see and learn about the area?
Activity Body (30 minutes) 2. Discussion – What images should we choose to use? a. No people in the pictures (no selfies). b. Pictures from across the street or from a distance are better. c. Clear photos. d. Follow the goal of the walking tour. 3. In groups, participants select the photos that they would like to use; fifteen to twenty photos are appropriate, depending on participant age and group size. 4. Participants follow the Image-editing Tutorial to prepare photos for use in the digital walking tour. Participants will learn how to: a. Archive. b. Crop. c. Resize. d. Make web ready.
Closing (10 minutes) 5. Make sure all images are saved before leaving and check in with team to review progress.

3.10 Creating Digital Walking Tours

Recommended Time: Three 50-Minute sessions

OVERVIEW

The remainder of the program can last almost any amount of time, but at least 3 sessions is best. Participants follow a Google MyMaps tutorial and work on their digital walking tours as groups, parallel from other groups. This system of having them meet and end with their groups each day is most time-efficient, and helps participants maintain a sense of ownership. It also provides instructors with an opportunity to check in with groups daily and to monitor their progress efficiently.

It may be helpful to set up shared MyMaps for groups in advance, as well as helping to organize their images with them. Presenting to someone outside of the program (parents, other teachers or adults, guests from the community) adds to participant self-efficacy and provides motivation for the project.

Participants will be able to...	Opportunities for Assessment
Use Google MyMaps software to import images and customize with objects and styles	Digital Walking Tour
Tell a story about a place using images	
Add appropriate metadata to images	
Create a digital walking tour	

STANDARDS ADDRESSED

- ISTE.1b - Participants build networks and customize their learning environments in ways that support the learning process.
- ISTE.4a - Participants know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE.4b - Participants select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Participants communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Computers• Edited images• 3.10.1 Task Sheet	<ul style="list-style-type: none">• Google MyMaps Tutorial - https://support.google.com/mymaps/

PROCEDURE

Opening (15 minutes)

1. On the first day, lead participants through the Google MyMaps tutorial in the Resources section, highlighting a few key points and establishing your project requirements:
 - a. How many pictures do they need at a minimum?
 - b. Participants will need to connect the points added using lines or polygons.
 - c. Participants will need to order points to create a “tour” of the area.
 - d. What writing requirements will you have for participants? What information do they need to include?
 - e. Have teams prepare the task sheet to decide how they would like to split up the work and whether they prefer independent or collaborative labor.
2. After the first day, use the opening time to have participants review the task sheet and coordinate their responsibilities for the day.

Activity Body (45 minutes per day)

3. In groups, participants create their digital walking tours, referencing the Google MyMaps tutorial.
 - a. Set a starting point.
 - b. Import photos.
 - c. Add metadata to photos including names and descriptions for them.
 - d. Add style and objects to enhance the tour.
 - e. Groups overachieving can add multiple layers.
 - f. Customize the tour to make it their own.
 - g. Use presentation questions in next step to help guide participant work.
4. Present digital walking tours when participants are done.
 - a. What story are you telling?
 - b. Who is your audience?
 - c. What will people know about this area after they go on this walking tour?

Closing (5 minutes)

5. Group review – “What did I do today, and what am I going to do tomorrow to help complete our walking tour?”

Evidence of Learning

Performance Tasks

- Participant Image Stories – Groups use identical sets of images to create different stories, told through the images. This is an assessment of participants’ understanding of how the interpretation and ordering of images is important. The task is also an assessment of how prepared they are to create a story through images in their digital walking tour.
- Photo Collection and Editing – Participants learn basic photography and video editing skills, then put them to the test.
- Digital Walking Tours – Using Google MyMaps and collected photos, participants create a walking tour that conveys a sense of place blending images and text with linked locations on a map.

Digital Walking Tour Rubric

Score	Image capture and editing	Metadata	Organization and Presentation	Google MyMaps
2	<ul style="list-style-type: none"> • Walking tour has 7-8 images incorporated • Images have been properly edited for size and filetype 	<ul style="list-style-type: none"> • Metadata including descriptions and titles for all photos is added properly 	<ul style="list-style-type: none"> • All images are appropriate for the tour • Images follow a clear order to convey a sense of place 	<ul style="list-style-type: none"> • All images are connected by an object or feature • Several layers, backgrounds, or other objects are used to enhance the tour
1	<ul style="list-style-type: none"> • Walking tour has 5-6 images incorporated • Not all images have had editing for size and filetype 	<ul style="list-style-type: none"> • Metadata including descriptions and titles for most photos is added properly 	<ul style="list-style-type: none"> • Most images are appropriate for the tour • Images follow a somewhat clear order to convey a sense of place 	<ul style="list-style-type: none"> • Most images are connected by an object or feature • A layer, background, or other object is used to enhance the tour
0	<ul style="list-style-type: none"> • Walking tour has less than 5 images incorporated • Images have had no editing for size and filetype 	<ul style="list-style-type: none"> • Metadata including descriptions and titles for few or no photos is added properly 	<ul style="list-style-type: none"> • Images are inappropriate for the tour • Images don't follow a clear order to convey a sense of place 	<ul style="list-style-type: none"> • Few or no images are connected by an object or feature • No layers, backgrounds, or other objects are used to enhance the tour

Worksheet and Tutorial Appendix

3.2.1 Website Assessment Sheet

Fill out this sheet as you look at each map-based online project.

Site 1:
1. Give a brief description of the site's appearance.
2. What information does the site convey?
3. Who might be interested in this website?
4. Why is it important that a map was used to visualize this information?
Site 2:
1. Give a brief description of the site's appearance.
2. What information does the site convey?
3. Who might be interested in this website?
4. Why is it important that a map was used to visualize this information?
Site 3:
1. Give a brief description of the site's appearance.
2. What information does the site convey?
3. Who might be interested in this website?
4. Why is it important that a map was used to visualize this information?

3.6.1 Photography Basics PowerPoint

Basics of Photography



Focus

Adjustment of the lens to make the subject of an image sharp.



Lighting

The illumination of subjects to be photographed by any sources of light.





Glare

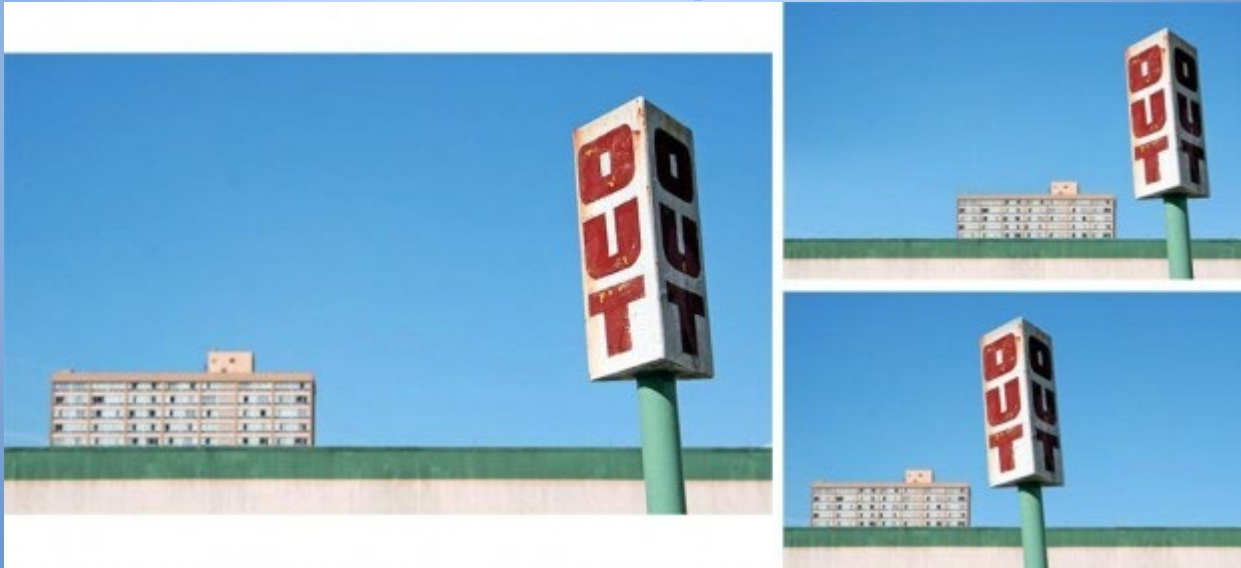
Unwanted reflection off of a shiny or glossy surface.





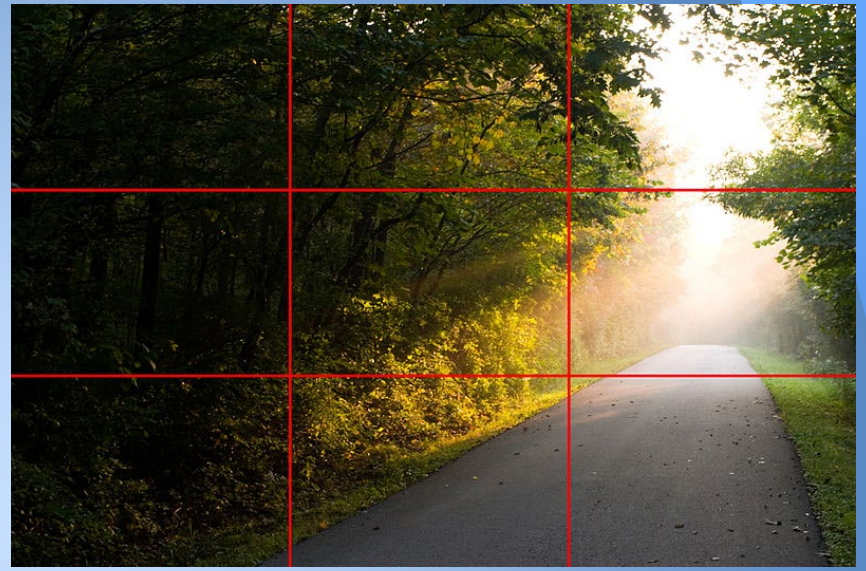
Balance

The arrangement of shapes, colors, or areas of light and dark that complement each other.



Composition

The arrangement of visual elements in a photograph.



3.7.1 Walking Tour Plan

Refer back to your location selection sheets and storyboards to help you plan and write the following scripts.

<p>Who is the audience for your walking tour?</p> <p>What can you do to make your walking tour appealing to that audience?</p>
Point of Interest 1:
<p>What stories could you tell about the point of interest?</p> <p>What do you still need to learn about it?</p> <p>What photos would you take of the point of interest and how would frame them for the best effect?</p>
Point of Interest 2:
<p>What stories could you tell about the point of interest?</p> <p>What do you still need to learn about it?</p> <p>What photos would you take of the point of interest and how would frame them for the best effect?</p>
Point of Interest 3:

What stories could you tell about the point of interest?

What do you still need to learn about it?

What photos would you take of the point of interest and how would frame them for the best effect?

Point of Interest 4:

What stories could you tell about the point of interest?

What do you still need to learn about it?

What photos would you take of the point of interest and how would frame them for the best effect?

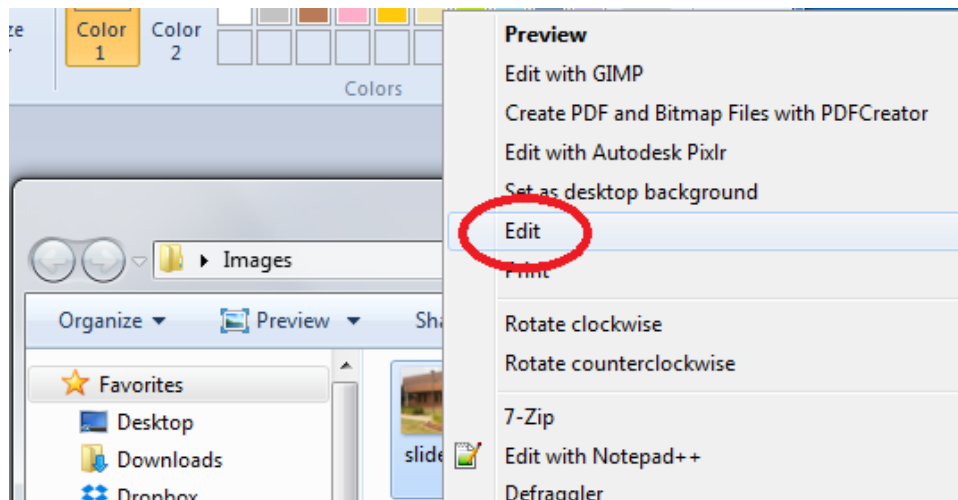
3.9.1 Editing Images for the Web Tutorial

Archiving Photos

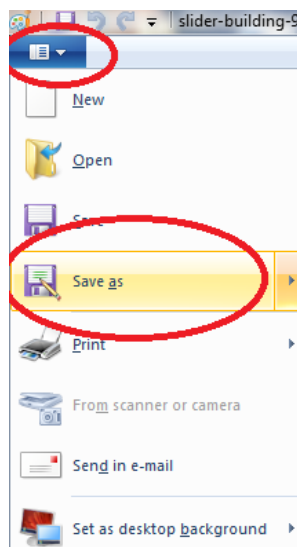
Archiving photos is the process of preserving the original photos for future use. Once you have uploaded the photos from the camera onto Google Drive in the “Images” folder with the proper name, you will **NEVER** edit that file again. This original must be preserved.

Archived files are stored in a special file format called a TIFF (.tif) file. These files maintain their quality longer than most other filetypes.

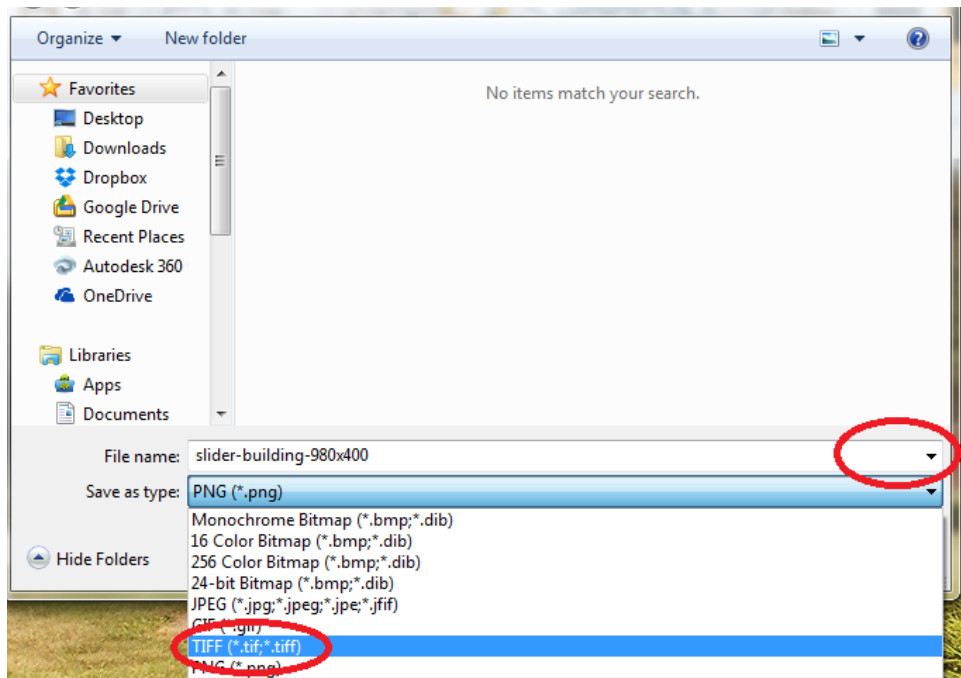
Right click on the image file that you want to change to a TIFF and select edit.



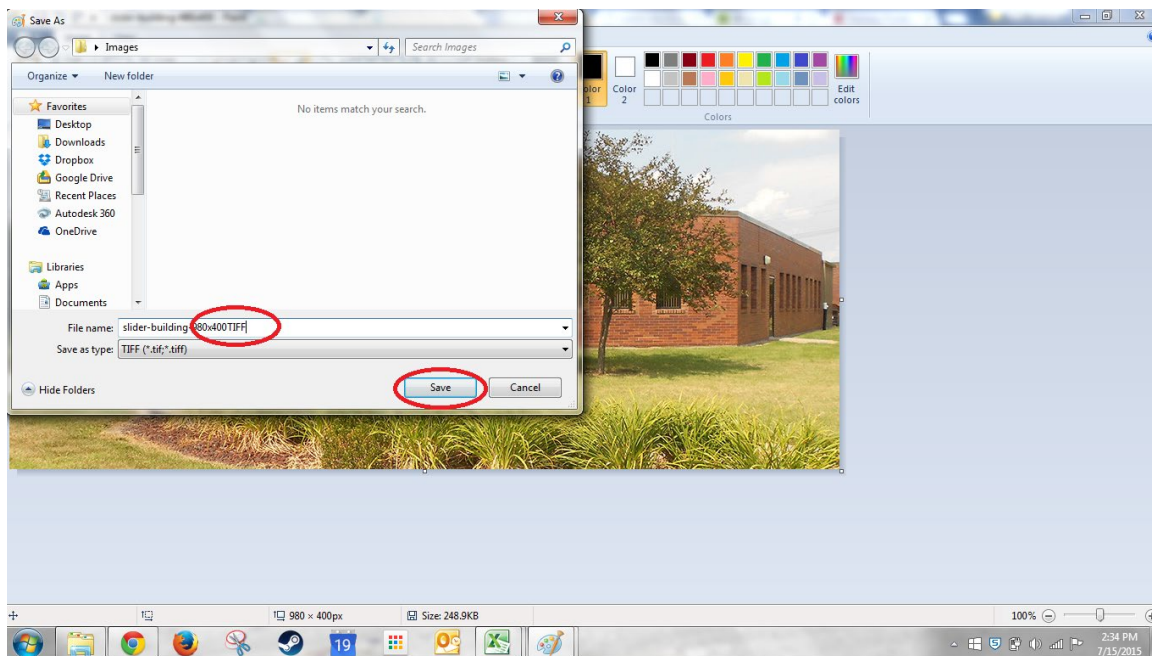
When the Paint application opens, go to “Save As...” under the menu tab.6



Use the dropdown menu to select TIFF.

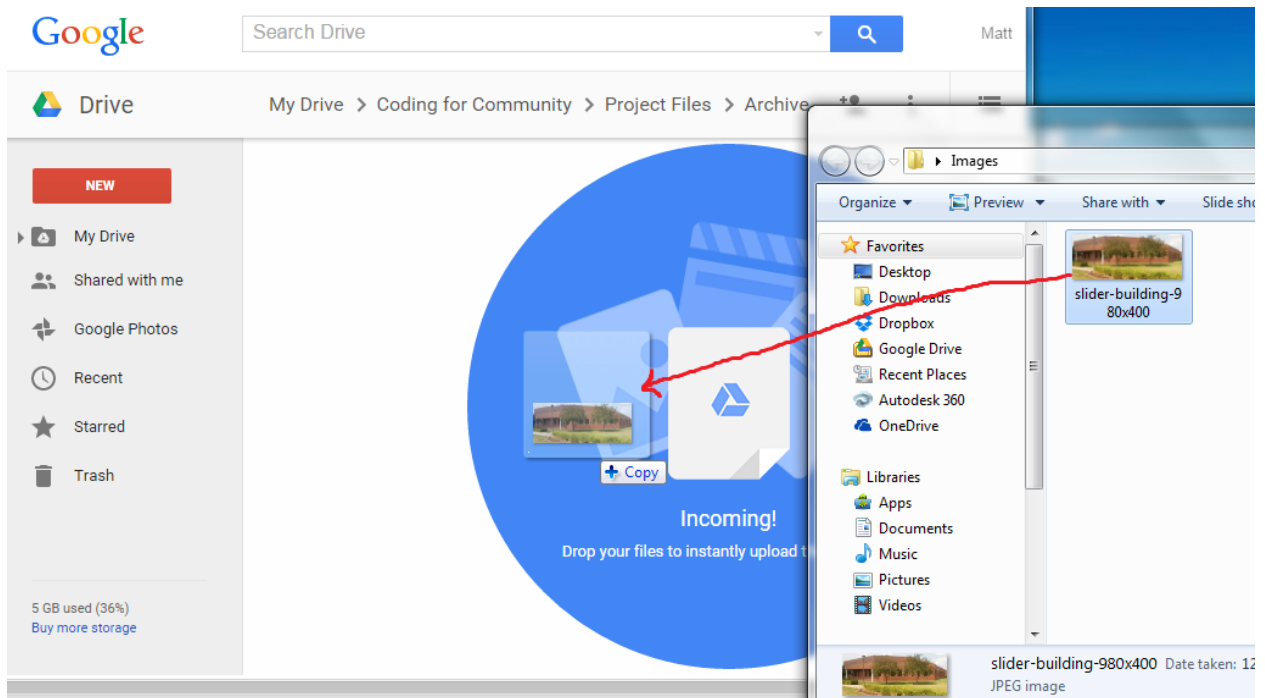


Add “TIFF” at the end of the filename so that you know which image files are TIFFs (this isn’t necessary, but will help a ton later. Click Save.

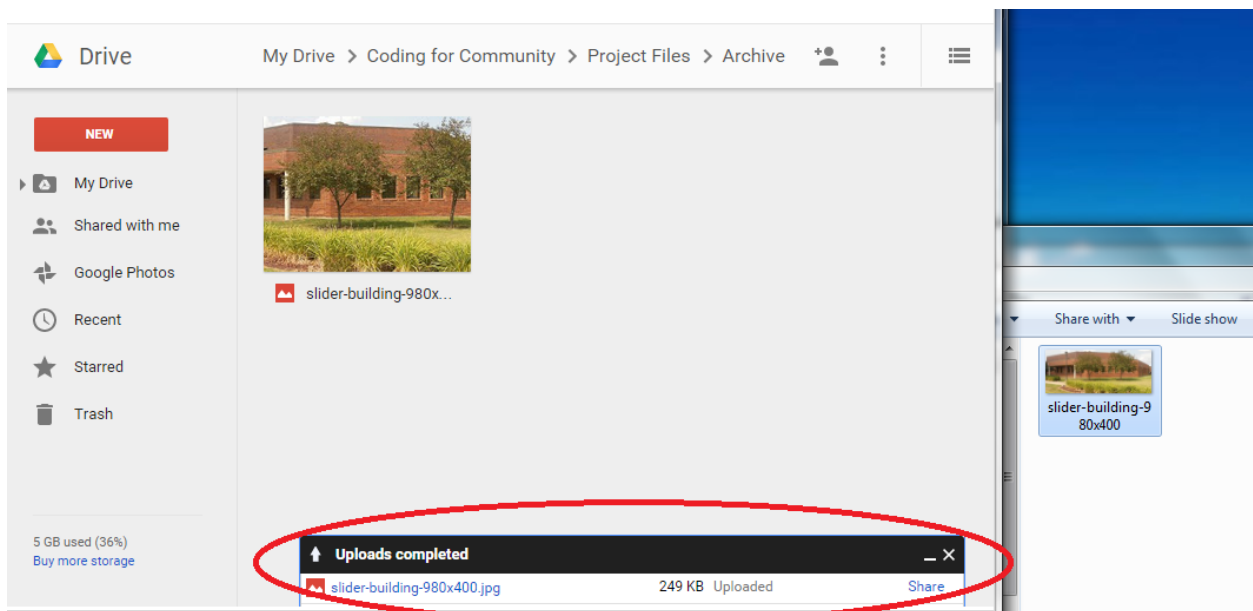


Uploading Photos

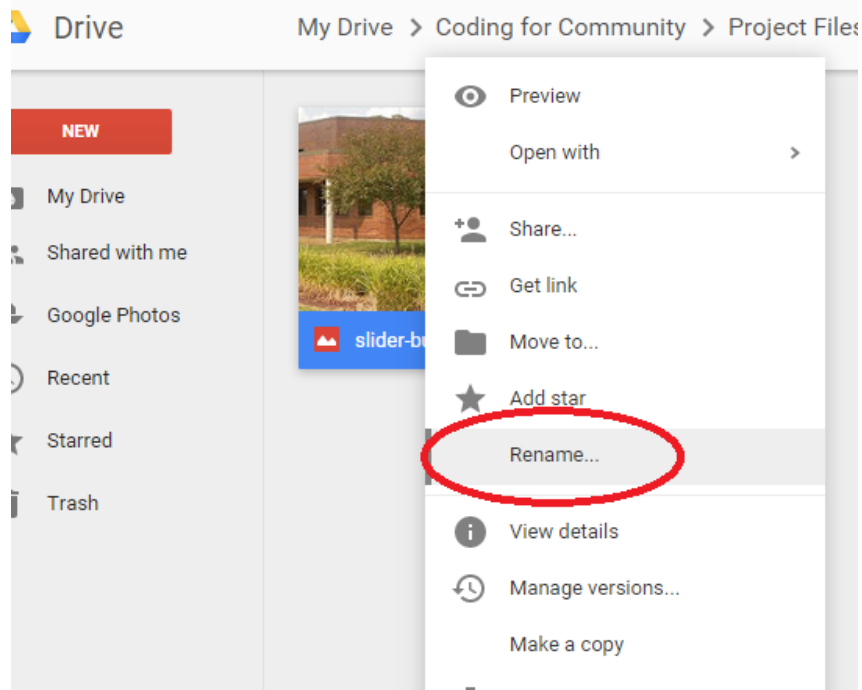
In Google Drive, go to [insert file path here] and then open the folder with the location at which your picture was taken. Drag your photo from the file on the camera into the folder.



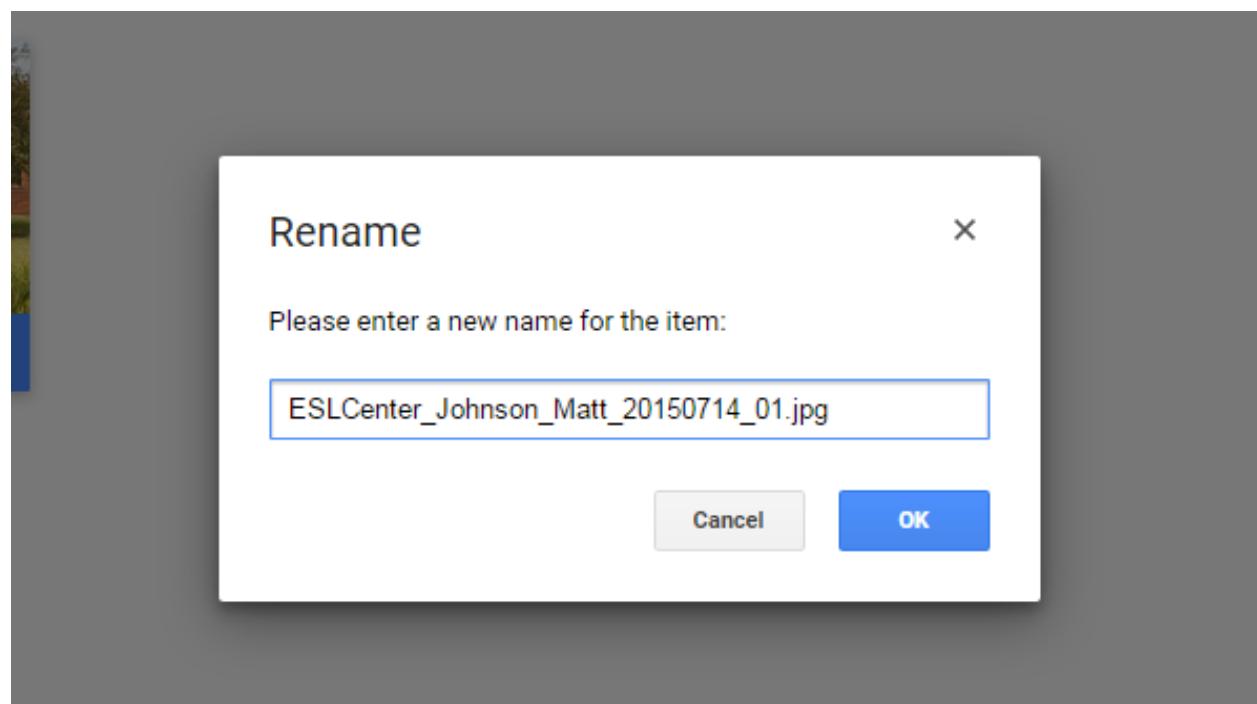
The file will upload into the Google Drive file.



Right click on the image file and click "Rename."



4. Name the file in the format sitename_studentlast_studentfirst_isodate_##.tiff (ISO format is YYYYMMDD). This file will now never change.

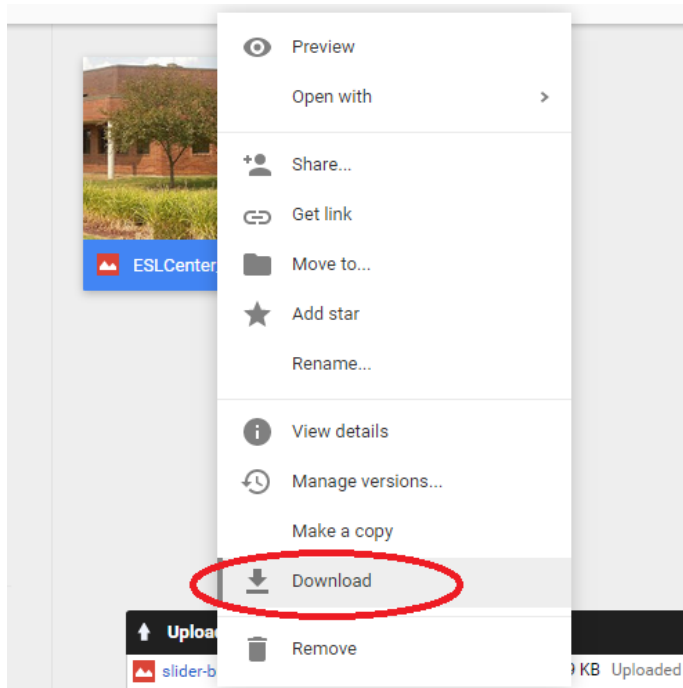


Opening and Using Archived Photos

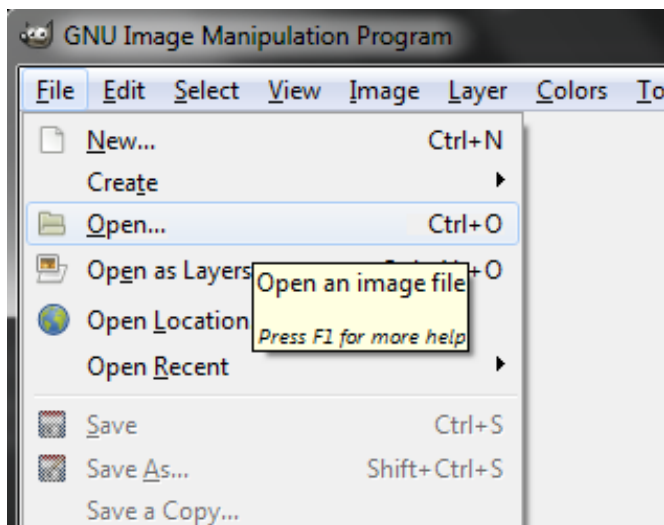
Because we never changed archived photos, we will make a new copy of the photo that you will

move from Google Drive onto your computer.

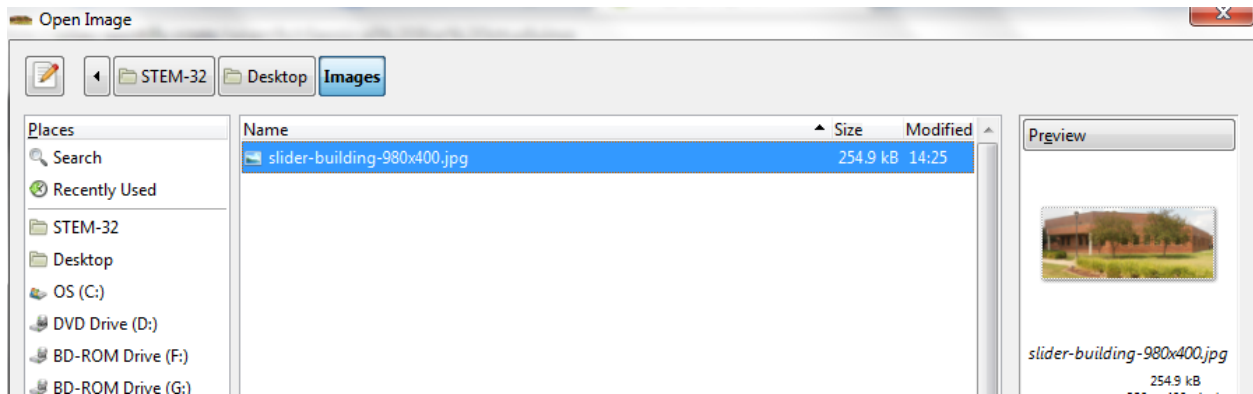
1. Right click on the photo you want to edit, and click on “Download”.



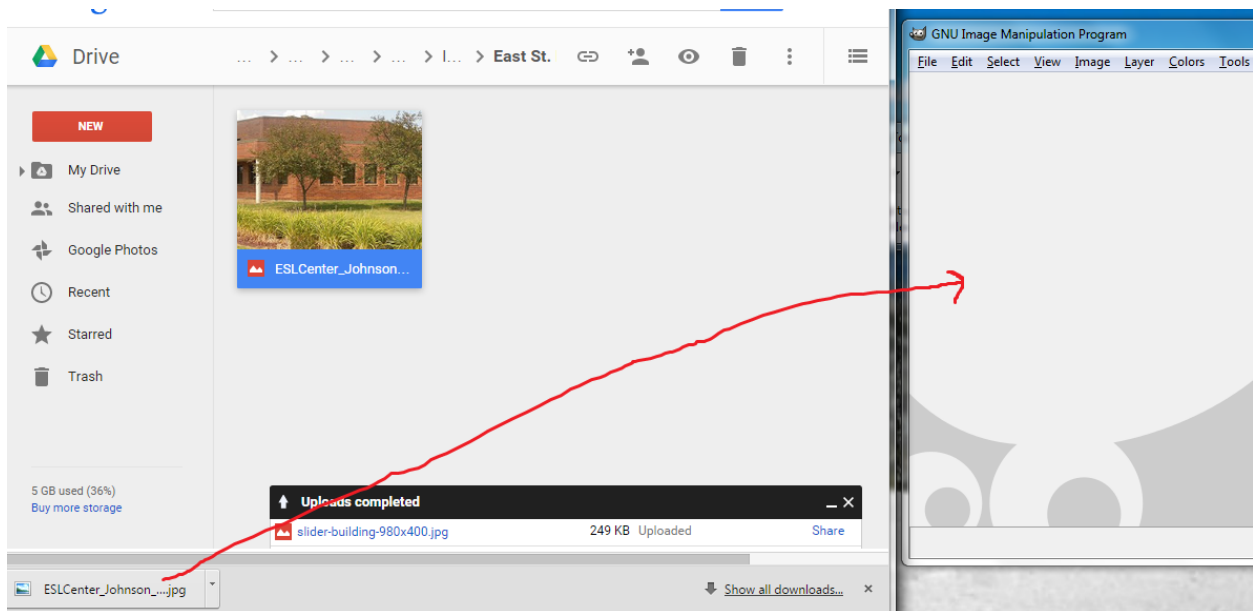
2. To open a picture in GIMP, go to File -> Open.



3. Find the file you want from the folders on the left side, and double click it.

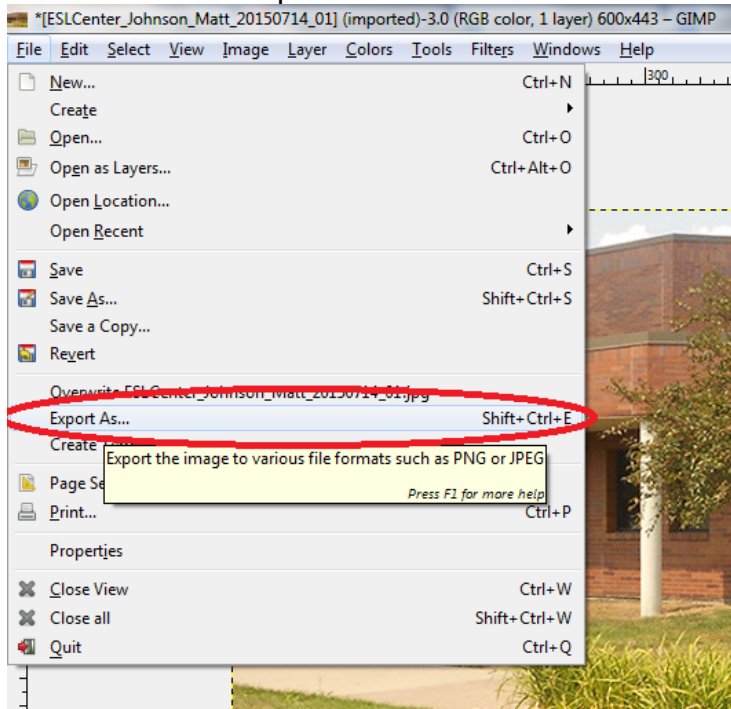


NOTE: You can also drag and drop the file directly into GIMP as is shown below.

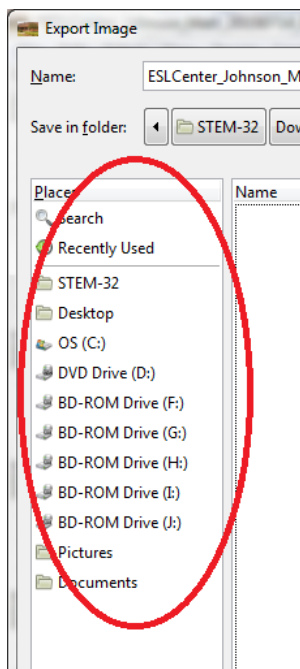


Saving an Image After Editing

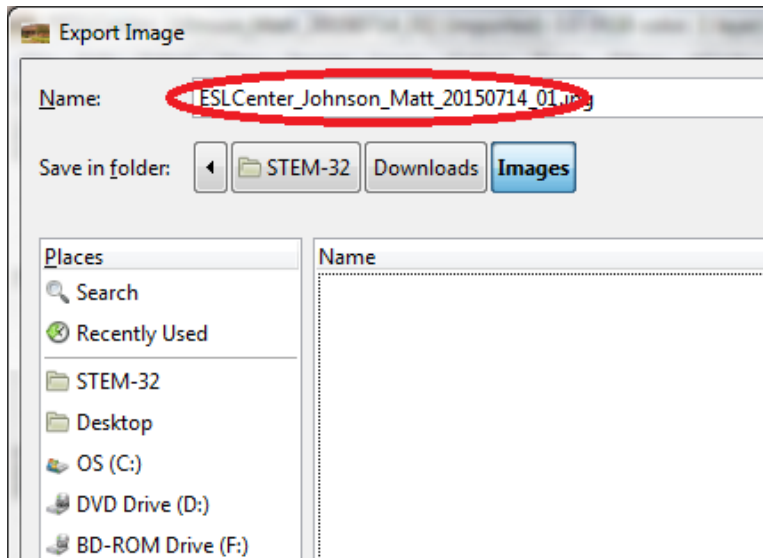
1. After editing a file in GIMP, you will want to save the image. To do that, go to the “File” tab -> “Export as...”.



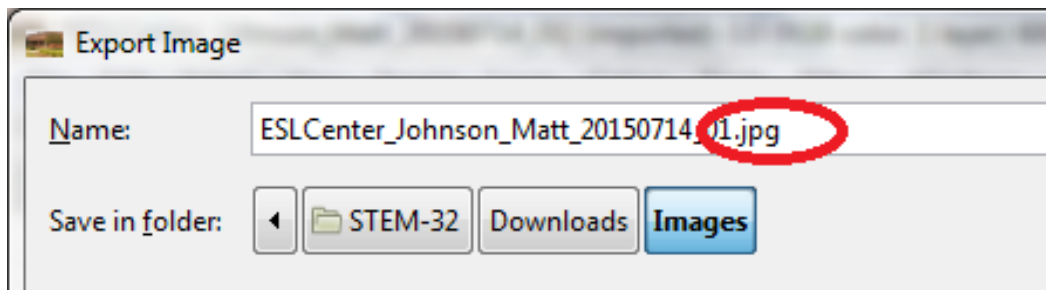
2. Select the folder where you want to save the file to.



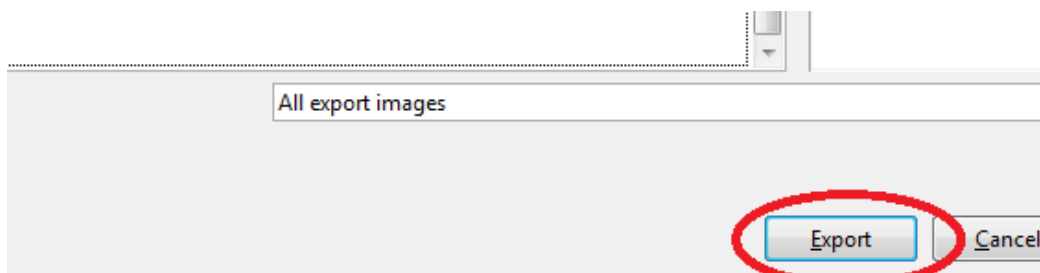
3. Change the file name using convention below.



4. Make sure the filename ends in “.jpg”. This will make it a JPEG file, which is the most common online image filetype.



5. Click “Export” at the bottom.



6. Upload the exported file to your Google Drive in the [file path] and then into whatever project and site your image is from. See uploading instructions above.

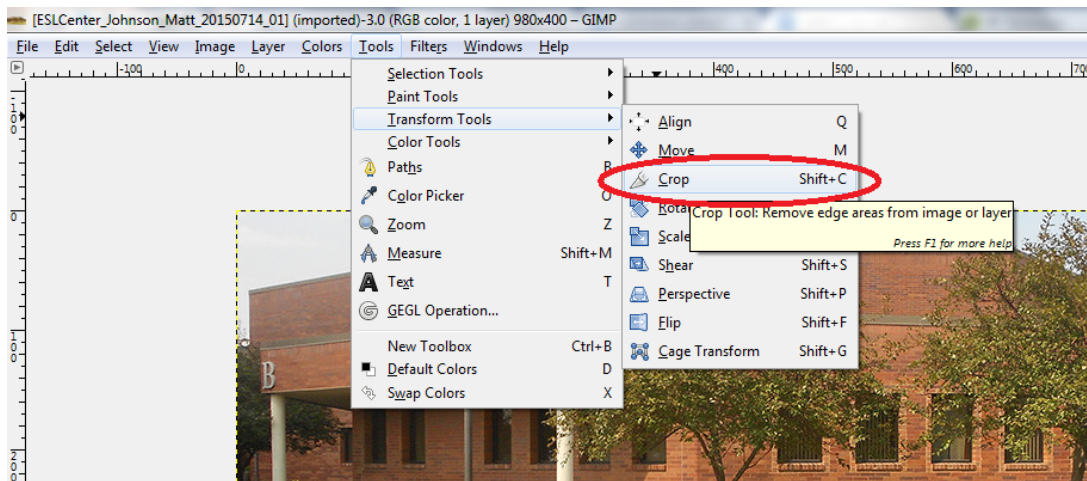
Making Images Web Ready

We will need to edit images for several reasons throughout the project. Remember, we don't edit archived images, we copy archived images and edit the copies.

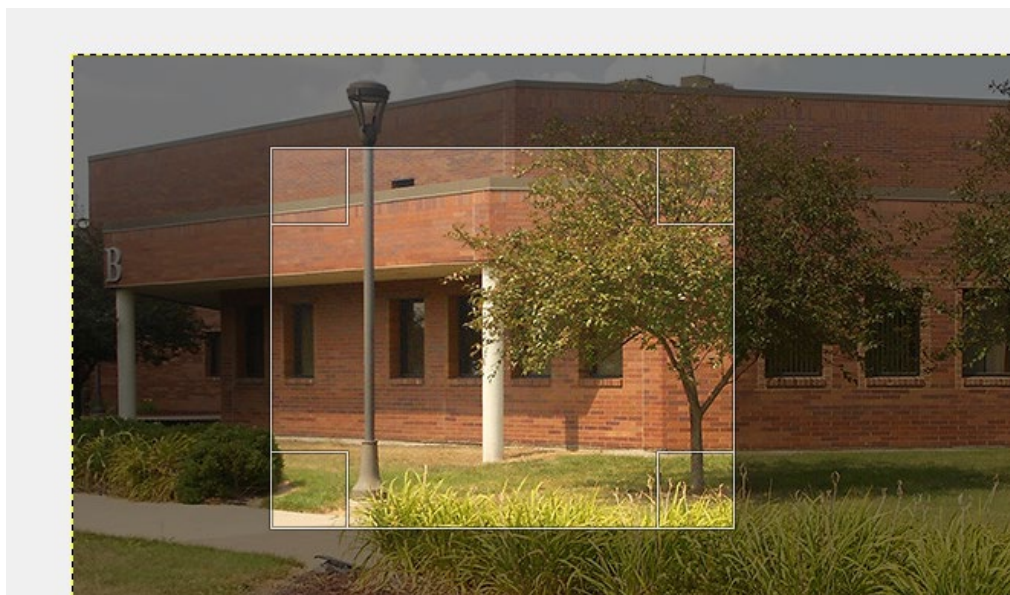
Cropping Images

Cropping means to cut part of the image off. You won't be able to see that part of the image anymore.

1. Select the Crop Tool by going to the "Tools" tab -> "Transform Tools" -> "Crop".



2. Click and drag a rectangle on the image that you want to keep.



3. Adjust the rectangle however you want using the boxes in the corners and on the sides of the crop box.



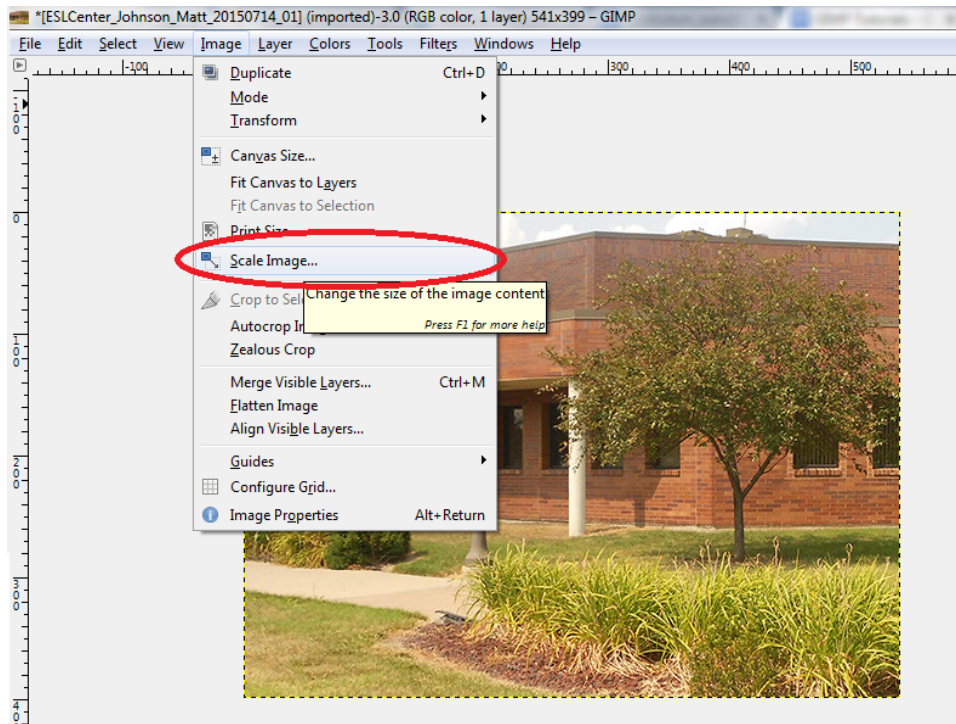
4. Hit enter and the image will cut away the darkened portion.



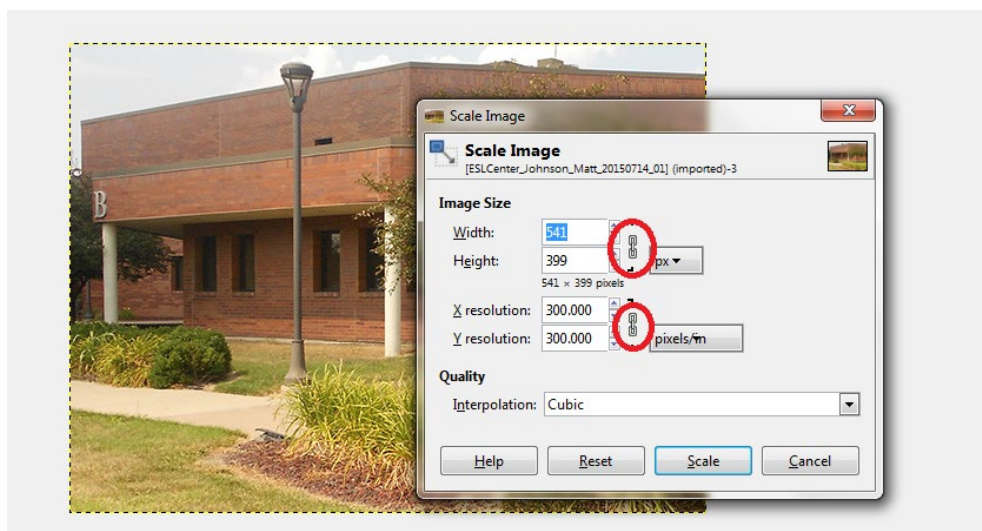
Adjusting Image Size and Quality for the Web

Most images need to be prepared for the web because they are usually larger than is necessary. Remember, only change a new copy of an image, not the archived one!

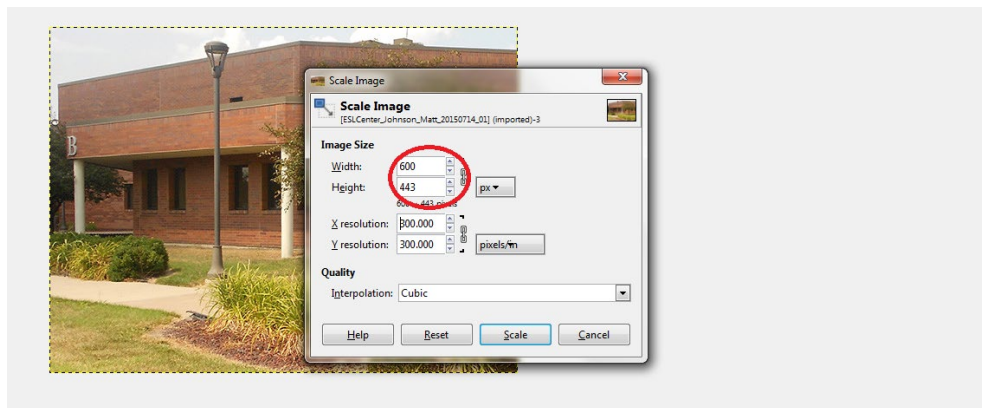
1. Select the Scale Image tool by going to the “Image” tab -> “Scale Image”.



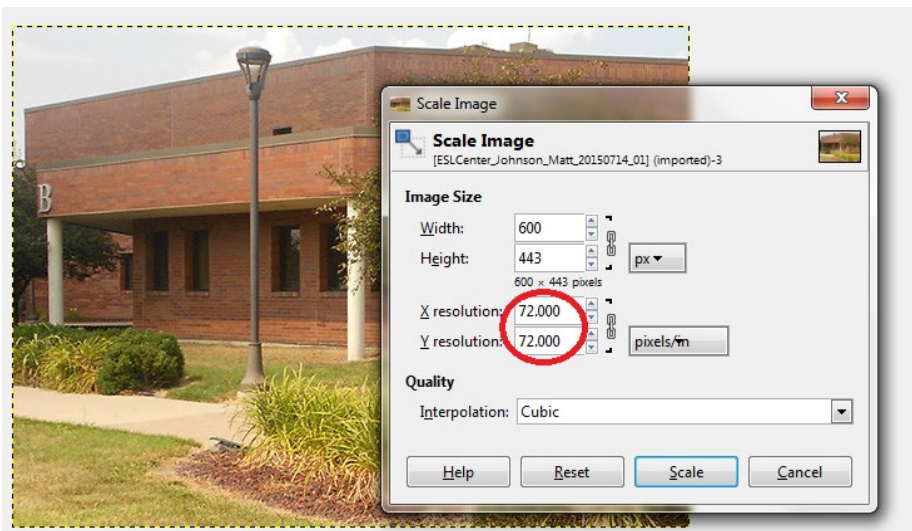
2. Click the chain buttons to lock the proportions of the picture in place. It should look like an unbroken chain after you click it. If you don't do this, you might accidentally stretch the image.



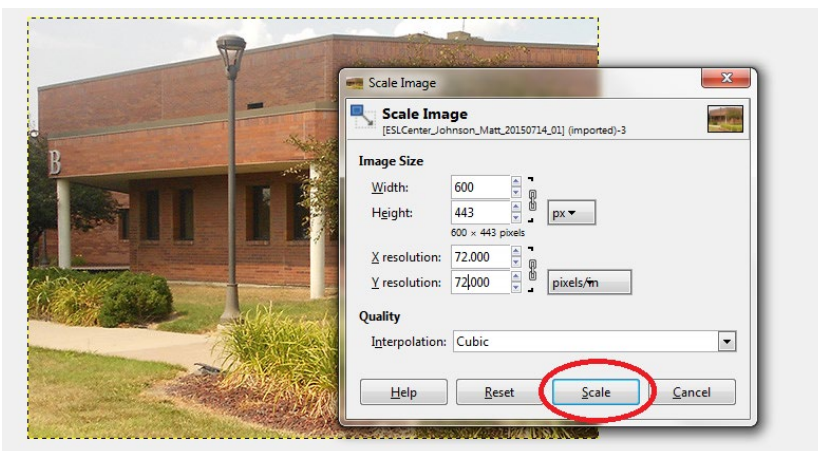
3. Change the width or height number to the desired width or height.



4. Change the X and Y resolutions to 72 px/in. This will lower the quality of the image to what works on the web.



5. Click Scale



3.10.1 Task Sheet

Task	Who	Description	Completed
Research		Complete additional research for points of interest.	
Make Google MyMaps Instance		Set up the tour by adding all of the relevant introductory text to introduce users to your Walking Tour and what it is about.	
Add Points to Map		Use coordinates to add graphic points to all points of interest in the tour.	
Write point 1 content		Make a script for the end of the podcast. It should include a brief summary, an “answer” to your theme question, and a goodbye.	
Write point 2 content		Write, revise, and upload informative content about this point of interest.	
Write point 3 content		Write, revise, and upload informative content about this point of interest.	
Write point 4 content		Write, revise, and upload informative content about this point of interest.	
Write point 5 content		Write, revise, and upload informative content about this point of interest.	
Write point 6 content		Write, revise, and upload informative content about this point of interest.	
Add Images to tour		Upload two to three images to each point of interest	
Add wayfinding features		Draw a path to follow, add directions, and draw any useful shapes to highlight features of the location.	
Review and Revise		Go back over your work and to make sure you have professional, readable text.	